

School Data - Contact Information

District Information

District Name:	URBANA SD 116	District Address:	PO BOX 3039
City/State/Zip:	URBANA, IL, 61803 3039	RCDT Number:	090101160220000
Superintendent:	Dr. Donald Owen	Superintendent Email*:	dowen@usd116.org
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School Information

Name:	THOMAS PAINE ELEM SCHOOL	Address:	1801 JAMES CHERRY DR
City/State/Zip:	URBANA, IL, 61802 5584	RCDTS Number:	090101160222008
Principal:	Sandra Cooper	Principal Email*:	scooper@usd116.org
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Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position
Sandra Cooper	School Principal	2173843602	scooper@usd116.org	Principal
Sandra Cooper	School Process Manager	2173843602	scooper@usd116.org	Principal
Natalee Bretz	School-Assigned Capacity Builder	217-384-3582	nbretz@usd116.org	District Staff
Beth Hand	School Improvement Team Member	2173843602	bhand@usd116.org	Other
Brianna Garrett	School Improvement Team Member	2173843602	bgarrett@usd116.org	Teacher
Aban Irani	School Improvement Team Member	2173843602	airani@usd116.org	Teacher
Deb Newell	School Improvement Team Member	2173843602	dnewell@usd116.org	Teacher

Indicator Analysis – Leadership

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)		CL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Staff at Thomas Paine have made some significant strides in working toward a positive culture. However, the nature of education at this time is overwhelming and stressful. Activities to support adult social and emotional competencies would be helpful.	

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The majority of our teachers attended BAS certification training offered by the district. Most of our teachers collaborated with our instructional coach implementing Number Talks, Inquiry learning projects, guided reading and more.	

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The principal meets with various teams/committees identified in the school improvement plan, i.e. PBIS Universal Team, Tier 2, Tier 2 team, Professional development Cadres, STEM committee, and RTI team which includes, Title teachers, and Special Education Staff.	

ID02	All teams have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.		SW
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Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Non existant	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Principal has staff meeting agendas, committee agendas, and RTI/IPS notes, assessment and benchmarking data.	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is completed using the RTI process. The principal meets at least monthly with all classroom teachers, title teachers and special education teachers.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Reports from committees are shared at staff meetings and/or sent via email.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal is the constant participant in various teams or committees. PBIS, RTI are systemic at Thomas Paine. The three PBIS teams looks at the behavioral/social emotional data. RTI team reviews assessment and benchmark data. PD team reviews professional development needs based on data.

ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers meet for grade level meetings monthly.	

ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, teachers meet after school at grade level meetings for 75 minutes some months of the school year.	

IE05	The principal participates actively with the school's teams. (1026)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Principal meets with all teams/committees.	

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	With implementation of teachscape, conversations focusing on Danielson have supported focus on instructional improvement and learning outcomes.	

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The principal facilitates and participates in RtI Core meetings with all teachers monthly. Discussion around what students are learning, how does the teacher know (data) and what does the teacher do if they are not. Title teachers who work with students who are at tier 2 also provide progress monitoring data. Thomas Paine has implemented the Daily 5 school-wide which provides teacher opportunity for individual conferencing with goal setting and explicit skill instruction in small groups. '	

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Currently the principal spends 35 - 40% of the time to do this along with other duties such as dealing with behavior, lunch supervision, etc.	

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)		SC
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Teaching practices are reviewed in a variety of ways - RTI, walkthroughs, observations. It is addressed as needed.	

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Principal recognizes teachers, classes and student successes.	

Indicator Analysis – Curriculum

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	At this time, we are able to implement professional development to meet building needs. However, much professional development is determined by central office and state/federal mandates relating to common core.		

CL17	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)		SD
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Professional development is planned around teacher needs i.e. common core, assessments, etc.		

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)		SC,CL
Level of Development or Implementation for this Indicator.	No development/Implementation		
	Will include in plan		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Teachers at Thomas Paine are self reflectively and adapt changes, adjust strategies in their classroom.		

IF06	Teachers are required to make individual professional development plans based on classroom observations. (1040)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Principal provides teachers with professional goals form. It is not followed through if teachers do not return it to the principal.	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)	SP,SW
	Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Thomas Paine teachers meeting monthly at grade levels to ensure common assessments as well as share information regarding curricula and student progress.	

IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	At various PD activities, teachers are given leadership roles.	

Indicator Analysis - Instruction

CII6	Instructional Teams develop standards-aligned units of instruction that promote academic, physical, social, emotional, and behavioral development. (2330)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, teachers are required to plan/develop/teach/assess all instructional units listed above. We do not have PE teachers at the elementary level in Urbana #116. May,2014 Teachers worked together on various Science inquiry projects this year.	

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	District staff development days are used for all grade levels to work on standards-aligned instruction and assessments. Time is given at the building level at monthly grade level meetings.		

IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:

We are moving in this direction in terms mastery of safety net skills. Teachers are still adjusting to the new common core standards.

Indicator Analysis – Assessment

CL19	All teachers model physical, social, emotional, behavioral, and cognitive competencies. (2334)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers are highly qualified in all areas.	

CL22	All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (2336)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We are a PBIS school and this is an essential component of PBIS. We respond to the above behaviors positively.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Learning targets are posted for Reading and Math. Math and Reading curricula provides pre and post tests. Acceleration block (30 minutes) has been included in the master schedule where teachers are providing additional explicit skill instruction based on deficits. In some classroom, teachers have identified mastery level.		

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)		SC,ELL
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	District Reading and Math core materials are well-organized, labeled and available. Storage is problematic. Building materials are well organized, labeled and available, centrally located.
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IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, we are using curriculum guides, priority standards, and I Can Statements.	

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)	SC,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Expectations for lesson plan format are not identified within the building. Teachers use their own system for planning and implementation.	

IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (1067)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Data is recorded using Aimsweb, DIBELS and DEA. In addition, teacher track other informal assessments.	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Thomas Paine teachers maintain a data notebook of assessments and progress monitoring of their students. This is shared at the monthly core meetings. As part of the Daily 5, teachers track individual conferences and small group instruction with progress monitoring.
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IIIA07 (1069)	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP, RTI, ELL, SW
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Thomas Paine has an acceleration block (30 minutes) for all classes in the master schedule to provide an additional dose of explicit small group instruction. This has been accomplished by using the title and special education teachers. We also have leveled Science readers and the leveled readers in the library. As part of the Daily 5, students have individual reading boxes at their level for read to self, and read to someone.	

IIIA08	All teachers review the previous lesson. (1070)	
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Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is accomplished to drive instruction and part of our core curriculum.	

IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (1071)	
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Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Thomas Paine implemented learning targets based on core standards in Language Arts this year with plans to continue to narrow the learning target to the individual lesson.	

IIIA10 All teachers stimulate interest in the topics. (1072)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers show enthusiasm by incorporating prior knowledge and real life experiential opportunities for the lesson.
IIIA11 All teachers use modeling, demonstration, and graphics. (1073)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is demonstrated in various ways.
IIIA13 All teachers explain directly and thoroughly. (1075)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers do this in order to ensure students comprehend/learn the lesson.
IIIA14 All teachers maintain eye contact. (1076)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is done to ensure students have students are engaged.
IIIA15 All teachers speak with expression and use a variety of vocal tones. (1077)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is done to engage students.
IIIA16 All teachers use prompting/cueing. (1078)	

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is done repeatedly throughout the day to maintain student engagement.

IIIA17	All teachers re-teach when necessary. (1079)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Because so many skills build on each other, it is necessary to ensure students master as best as they can various concepts or skills.	

IIIA18	All teachers review with drilling/class recitation. (1080)	
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	Research this is not always appropriate or effective.	

IIIA19	All teachers review with questioning. (1081)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This would be a formative assessment.	

IIIA20	All teachers summarize key concepts. (1082)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Discussion around the main idea and essential questions.	

IIIA21	All teachers re-teach following questioning. (1086)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	If necessary.

IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (1090)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is skills required for common core standards and are required across content areas.	

IIIA26	All teachers encourage students to check their own comprehension. (1091)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers constantly check for comprehension across content areas via formal/informal assessments to ensure students are understanding content.	

IIIA27	All teachers verbally praise students. (1092)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We are a PBIS school. We have "caught being good tickets."	

IIIA28	All teachers travel to all areas in which students are working. (1093)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers circulate the room to ensure students are on task and engaged.	

IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (1157)	
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is the job of the teacher.

IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (1158)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is the job of the teacher.	

IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (1159)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is done at various times, but must be careful because it can interfere with academic requirements and time. Msy 2014 - Recognized as a component of Danielson and discussed during evaluations.	

IIIA35	Students are engaged and on task. (1161)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Walk-thru data from 2011- 2012 supported a high level of engagement. Students are taught expectations of being respectful and responsible of completing work, listening and following directions using the PBIS framework.	

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (1166)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This year much staff development time has been on developing formal and informal assessments which teachers use.	

IIIB01 All teachers maintain a file of communication with parents. (1167)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers are required to have a parent contact log and turn it in as requested by administrator.

IIIB02 All teachers regularly assign homework (4 or more days a week). (1168)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Homework policy states this to be done.

IIIB03 All teachers check, mark, and return homework. (1169)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation
Index:	6 (Priority Score x Opportunity Score)
Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most teachers check and evaluate homework 90% of the time.

IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (1098)	
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers provide various strategies for students to stay engaged.

IIIC04 Students raise hands or otherwise signal before speaking. (1101)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation
Index:	3 (Priority Score x Opportunity Score)
Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Most teachers have this indicator as an expectation most of the time.	

IIIC05 All teachers use a variety of instructional modes. (1102)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	At various time, concrete activities, listening, peer sharing, small group,using technology available, presentations, etc are used.	

IIIC06 All teachers maintain well-organized student learning materials in the classroom. (1103)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is dependent on teacher style. It does not interfere with teaching and learning.	

IIIC08 All teachers display classroom rules and procedures in the classroom. (1105)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is PBIS requirement. We are a PBIS school.	

IIIC09 All teachers correct students who do not follow classroom rules and procedures. (1106)		
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We are reviewing expectations using the same language. We will continue to do this as a PBIS school.	

IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. (1107)		
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As a PBIS school, expectations are taught i.e. behaviors and procedures are modeled and practiced to meet expectations.

IIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Based on 2011-2012 walk-thru data, students are highly engaged in learning. Teachers monitor and encourage students as well as providing novel and challenging methods to engage students by using technology (promethean boards) and hand-on activities.	

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Within the lesson, teacher would use a pre and post test, Bloom's taxonomy, informal observations, CRIS strategies, to ensure differentiation with the classroom.	

TL2	All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331) Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.	CL,SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are headed in this direction. We need more staff development time to break down skills and essential understandings for each unit and lesson.	

TL5	All teachers utilize high-quality questions and provide adequate time for student response. (2333)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	We have targeted higher level thinking in this year's professional development. This is something we will continue to discuss and work on.		

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Technology capability is not evenly distributed in the building - i.e. promethean boards, laptops, etc. Skill levels of staff and students are widely varied as well.		

Indicator Analysis - Professional Development

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (1048)	SC
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is part of our core curriculum which includes pre and post assessments.	

IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (1049)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Pre-tests and post tests are not consistently done school-wide in all curricular areas.	

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Thomas Paine is working on grade level common assessments beyond Reading and Math. We use the assessments in the core materials. Data is reviewed at core RTI meetings.	

IIB04	Teachers differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI, ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers review assessments and reteach as needed in small group as they can; challenging activities are given to other students.	

IIB05	All teachers re-teach based on post-test results. (1052)		
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Teachers report using post tests to reteach on a regular basis in all curricular areas.		

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)		SC
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Benchmarking results for fall, winter, and spring.		

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)		SC
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Aimsweb and Thinklink results are given when assessments are finished.		

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)		SS,ELL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	There are several databases for recording information" Discovery Education, Skyward, PBIS SWIS.		

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		This is done using the School Improvement Plan.	

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		School benchmark data is reviewed by the RTI team - classroom teacher, title teachers and principal. In addition, the district C&I team provides comparison data to the district as a whole as well as other elementary schools.	

IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)		SC,SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Teams currently have used the collaboration grade level meeting time to make decisions about instruction. Our focus is to use the professional learning community to drive our instruction and impact results.	

IID09	Instructional Teams use student learning data to plan instruction. (1060)		SC,CL
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		At RTI core meetings, data discussion to plan further instruction to support learning.	

IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (1061)		RTI,CL
Level of Development or Implementation for this Indicator.		Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Rti process and using benchmark assessments are routinely reviewed to target students. This is more for students needing support to meet benchmark verses enhancement.
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IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are working toward more collaboration to facilitate meeting the needs of "red flags" students and to develop common assessments. This could be done at grade level meetings.	

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The homework policy is in the student parent handbook which is given to all parents at registration.	

CL15	All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (2342)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Teachers communicate with notes, email, news letters, and phone calls. In addition, parents are encouraged to attend school activities including parent/teacher conferences, open house, family activities.	

CL6	School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Parent advisory committee and PTA members communicate with the administrator regarding student learning. At the district level, surveys have been done to determine what parents need or want.	

IE13	The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (1034)		
Level of Development or Implementation for this Indicator.		Full Implementation	

Evidence that this indicator has been fully and effectively implemented:	Principal advises parents of various surveys. There is a Parent Advisory Committee which meets with the principal 2 to 3 times per year.
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IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Urbana School District #116 provides a standard based reports cards for students each quarter. Teachers review marks with parents at parent teacher conferences. Most of the teachers at Thomas Paine provide a weekly newsletter which include assignments and/or explanations related to standard based objectives. Teachers may also use assignment books/communication logs or behavior charts. In addition, principal sends a monthly newsletter.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The compact is the original Title 1 compact which identifies the responsibilities of the principal, parent, student and teacher.	

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	This is included in the Student-Parent Handbook which is distributed to all families at registration. The principal has reviewed the compact at open house this year and previous years.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	Most teachers (but not all) provide a weekly newsletter and/or communication folder which reports student behavior, a description of classroom activities, and homework. Principal uses skylert messenger to alert parents of school events or other important announcements. Principal also sends home a monthly newsletter. Parent Advisory Committee has met, with plans to meet quarterly to review current policies, identify barriers to parent involvement. PBIS Cool Tools are being developed to provide a homework piece for parents and students.
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IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Parents are given a parent-student handbook which includes the Compact related to expectations at home for parents and students. This has been reviewed by the principal in person at open house as well. This year, principal has met with parents (Parent Advisory Committee) to gain insight to parent perspectives and expectations.	

Indicator Analysis – Conditions for Learning

CL1	The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.		RTI,SW
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Thomas Paine participated with CUPHD and a grant to implement CATCH. All teachers and most of the playground supervisors attended a training to help with physical activities.	
CL10	The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		We do this by being a PBIS school, meeting common standards, addressing SEL and high expectations.	
CL11	The school culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (2352)		
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		At the school, staff attempt and are partially successfully in supporting a social, emotional health. In a larger sense, we don't have resources for behavioral health.	
CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (2353)		

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	This is school population and teachers do well.

CL2	School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (2344) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	SW
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	School money has been used to purchase materials or web-based resources for students/teachers.	

CL3	School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (2345)	SD, RTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Through the RtI process, title teachers and Special education teachers meeting with the team to review data and determine if additional interventions are needed.	

CL4	All school personnel actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively. (2346)
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers differentiate with small group instruction and display a positive attitude toward learning. Students feel valued by positive recognition for participation and progress.

CL5	School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (2347)
Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In core meetings, teachers are given positive feedback, and are challenged to improve instruction. Staff are encouraged to take workshops, attend Chancellor's Academy and participate as teacher leaders.

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Thomas Paine staff follows all district mandates for physical safety. Family engagement is encouraged by inviting families to special events as well as parent teacher conferences of individual problem solving (IPS) meetings. PBIS data decision points provided tier 2 interventions. However, students needing additional academic, social, emotional or behavioral support are referred by classroom teachers through RTI/IPS.		

CL8	The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (2349)		RTI
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Systems are in place to support student needs such as individual problem solving (RtI), PBIS - tier interventions/cico. Continued staff support i.e. social workers, mentoring coordinator, cico facilitators, and additional time for teachers to be able to coordinate all activities.		

CL9	All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350) Title I Expectations: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.		SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Some teachers have participated with teacher coaches from U of I to support them in the classroom.		

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL6	School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)	SC	Sandra Cooper	05/23/2014	7	71.43%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Create space for Family Resource Room. May 2014 - Resource Room was stocked with educational games available for parents to check out.	Space was designated as the Family Resource Room. Educational games, a computer and other materials are available for parent and student use.	Angie Armstrong	08/18/2014			
2	Schedule curriculum nights and communicate expectation to staff regarding weekly newsletters.	Curriculum nights were scheduled in the fall by grade level, K/1, 2/3 and 4/5 the week of 9/6/13. All teachers will weekly newsletters. Teachers attended an overview for classroom websites in 2013-14 school year. Additional training was offered Summer 2014 with several teachers attending. Two teachers currently have links on the Thomas Paine website.	Sandra Cooper	08/18/2014			
3	Principal will schedule presenters for PTA meetings, communicate with monthly newsletter and skylert, ensure website is current. Teacher volunteered to be staff representative at PTA meetings.	Presenters for PTA meetings include, but are not limited to the following topics: Accelerated reader, PBIS, Catch, Inquiry Learning. Monthly newsletters by the principal and announcements via skylert continue. Newsletters are posted on the website. The principal also uses Twitter for special events and announcements. Major revamping of district website occurred as well as transition to google platform for district/school calendars. Access to TP google calendar was given in September and updates were begun.	Sandra Cooper	09/29/2014			
4	Teachers will send weekly newsletters with description of weekly instruction and learning links.	Based on committee recommendations, all teachers will send weekly newsletter with learning links. We are studying how learning links will be connected to student work in the halls.	classroom teachers	10/13/2014			
5	Maintain school website to reflect current events and communications.	We have implemented a plan to ensure website is updated. The plan consists of a teacher supporting the principal to ensure activities	Sandra Cooper	03/21/2014			

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		and calendar are updated and current.		
6	Teachers will display "I Can" statements and the IL Learning Standard reference to connect student work with learning with standards.	Teachers have improved significantly in provide learning link or connections to standards with student work. This is an area we will continue to work.	teachers	
7	FASE will support family engagement activities and facilitate parent workshops.		FASE Staff member	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB02	Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (1049)		Sandra Cooper	10/01/2014	2	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Teachers will discuss assessment data((including pre/post tests) at grade level meetings to make instructional decisions. This will be documented with meeting notes sent to the principal and discussed further at Core RTI meetings as necessary.	Teachers complete pre and post test in Reading and Math with a commercial curriculum. Various assessments were used for student growth objectives according to protocol given.	teachers	04/30/2014
2	Data from formative assessments will guide instruction to promote student growth. Teachers are writing student growth objectives based on district and other formative assessments.		teachers	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB04	Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL	Sandra Cooper	05/23/2014	5	80%	

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Implementation of acceleration block in master schedule for kindergarten and first grade classrooms to provide additional support for explicit skill instruction. Use of team teaching - title teachers, special education teachers would push into classes to support acceleration groups. Consideration for other opportunities of team teaching between general education teacher and special education teachers.	This was completed.	classroom teachers	06/04/2014
2	Teachers will have two monthly grade level collaboration meetings to promote common assessments and integrated lessons across content areas. Teachers are required to turn into the principal minutes of the meeting with further discussion at core RTI meetings. August 2014 - 2 monthly grade level meetings.	Two monthly meetings were given for collaboration. The time was typically spent to plan acceleration groups. Progress was discussed at RtI meetings.	Sandra Cooper	06/02/2014
3	Use of Collaborative reasoning/inquiry based projects and/or alternative materials.	One inquiry based STEM project was completed by grade level or classroom in the spring.	classroom teachers	03/21/2014
4	Implementation of CAFE strategies in classrooms by conducting walkthrough and/or informal observations of classrooms. Teachers will document (per CAFE protocol) student/group meetings, goals and progress.	This task will be continued. Plans to support teachers in the classroom and professional development to review Daily 5 and CAFE. Assurance of the implementation with fidelity will be done through observations and walk-throughs.	classroom teachers	05/29/2015
5	To "strengthen the core" and implementing a balanced literacy approach using the Daily 5 and Cafe framework, teachers will ensure the following components are included in their Language Arts block: Read to self and read to others, guided reading, explicit skill instruction, word work and writing. Other components include: Conferencing with students, Running records, skill instruction groups and progress monitoring. Teachers will provide documentation for discussion at CORE RtI meetings. August 2014 - Focus on balanced literacy with emphasis on supporting classroom teachers establishing procedures and routines with the support of our literacy interventionists.		classroom teachers	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Sandra Cooper	01/05/2015	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Identify learning activities for lesson units which extend or reinforce learning. Teachers should provide feedback on completed work.			classroom teachers			
2	Learning activities aligned to objectives will be determined by teachers. Teachers will be invited to share learning activities with grade level teams or all staff.			teachers			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Sandra Cooper	05/20/2015	4	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Grade level teams will participate in peer review for SGO's.			Sandra Cooper			
2	Biweekly grade level meetings will be used to review grade level data and plan instruction.			Sandra Cooper			
3	SSBD, PBIS data, Participating in CATCH and using BMI will support addressing physical, social, emotional and behavior goals for our students.			Sandra Cooper			
4	All teachers will meet monthly with the principal for CORE RtI to			Sandra Cooper			

Report Card Data Overview

Percent (%) of Students Meeting and Exceeding State Standards - ISAT/PSAE

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

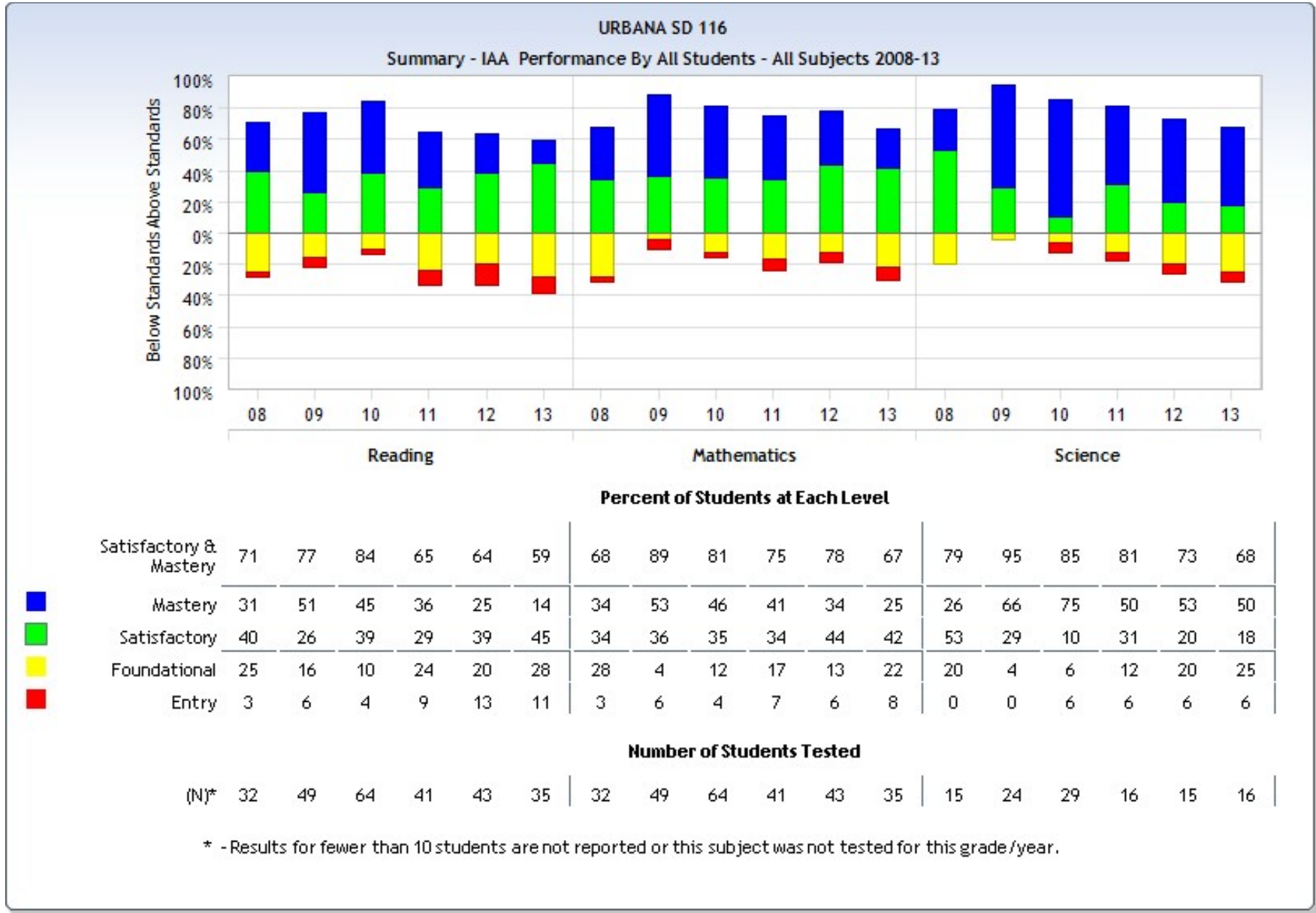
	2008	2009	2010	2011	2012	2013
Reading - ISAT Results						
SubGroups	83.3	71.4	76.5	71.8	67.9	44.9
White	87.2	80.4	74.6	76.1	72.9	51.5
Black	71.1	50	-	58.3	51.4	30.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	8.3
Low Income	76.9	63	69.6	63.3	54.8	25.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Mathematics - ISAT Results						
SubGroups	85.2	83.2	86.1	87.8	82.1	45.6
White	87.2	87.5	88.9	91.5	84.3	51.5
Black	78.9	71.1	-	66.7	71.4	30.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	8.3
Low Income	81.5	78.1	82.6	83.5	71.4	23.5
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

ACCESS Results

- No students tested for **ACCESS** in **Grade K**
- No students tested for **ACCESS** in **Grade 1**
- No students tested for **ACCESS** in **Grade 2**
- No students tested for **ACCESS** in **Grade 3**
- No students tested for **ACCESS** in **Grade 4**
- No students tested for **ACCESS** in **Grade 5**
- No students tested for **ACCESS** in **Grade 6**
- No students tested for **ACCESS** in **Grade 7**
- No students tested for **ACCESS** in **Grade 8**
- No students tested for **ACCESS** in **Grade 9**
- No students tested for **ACCESS** in **Grade 10**
- No students tested for **ACCESS** in **Grade 11**
- No students tested for **ACCESS** in **Grade12**

IAA Results



Assessment Data Reading

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	77.8	72.2	73.5	72.7	75.5	32.3
White	73.3	78.6	70	84.2	69	43.8
Black	66.7	60	-	53.8	72.7	-
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	76	64.5	63.2	62.1	65.7	5.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	74.2	69.7	79.6	63.2	59	49
White	92.3	73.3	78.6	66.7	81.2	50
Black	50	45.5	-	-	30.8	-
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	9.1
Low Income	61.1	65.2	71.4	63.6	33.3	28.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	95.1	71.9	75	77.6	66.7	48.9
White	94.7	92.3	73.3	78.6	72	59.1
Black	92.9	41.7	-	63.6	54.5	30.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	7.7
Low Income	90.9	57.9	72.7	64.3	60	34.4
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

Assessment Data Mathematics

% Meets+Exceeds Trends (These are school level results. Subgroups with fewer than 10 students will not be reported.)

	2008	2009	2010	2011	2012	2013
Grade 3 SubGroups	75	85.2	82.4	86.4	83	41.9
White	66.7	89.3	80	89.5	79.3	50
Black	66.7	73.3	-	69.2	81.8	-
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	76	80.6	73.7	82.8	74.3	16.7
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 4 SubGroups	83.9	84.8	89.8	97.4	79.5	46.8
White	100	80	96.4	100	93.8	50
Black	66.7	81.8	-	-	53.8	-
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-

Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	9.1
Low Income	77.8	87	82.1	95.5	66.7	22.6
Native Hawaiian/Pacific Islander	-	-	-	-	-	-
Grade 5 SubGroups	95.1	78.1	84.4	81.6	83.3	46.8
White	94.7	92.3	86.7	85.7	84	54.5
Black	100	58.3	-	63.6	81.8	30.8
Hispanic/Latino	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	7.7
Low Income	90.9	63.2	90.9	75	72	28.1
Native Hawaiian/Pacific Islander	-	-	-	-	-	-

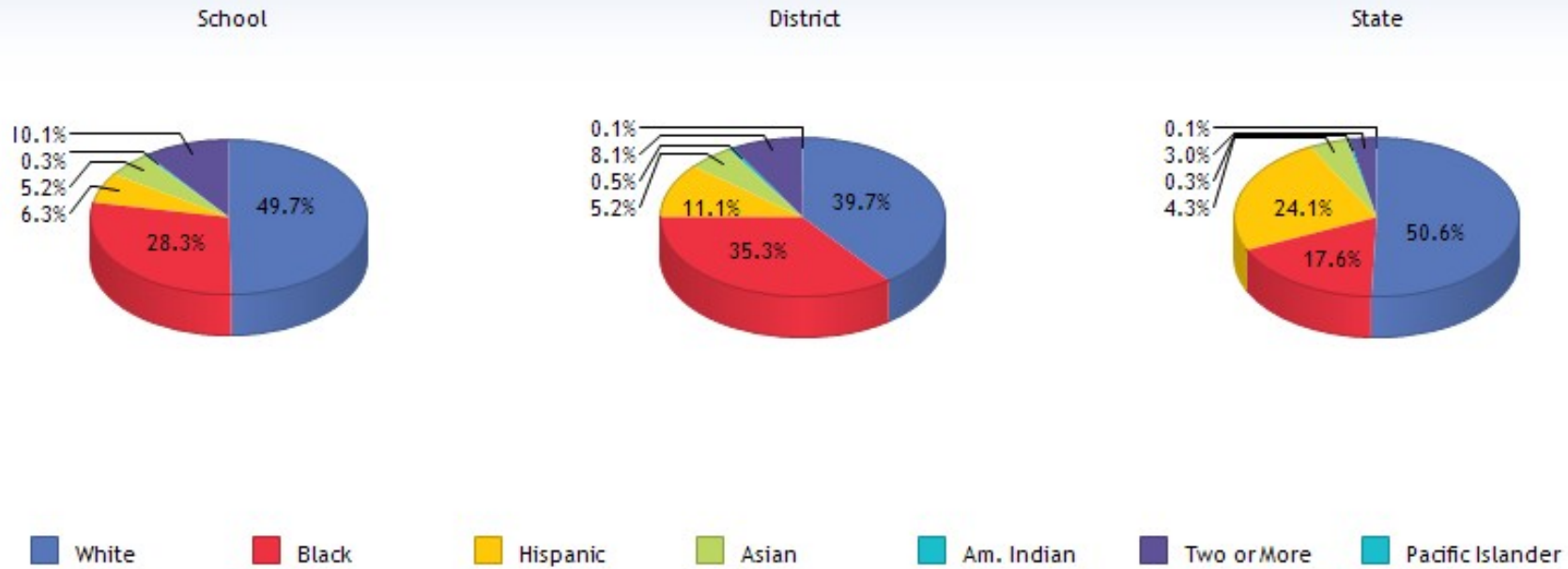
School Information

District Information								
	2006	2007	2008	2009	2010	2011	2012	2013
Attendance Rate (%)	94.2	93.6	94.3	94.0	94.4	94.5	94.7	94.3
Truancy Rate (%)	1.8	1.4	1.1	0.7	0.4	1.0	2.8	10.0
Mobility Rate (%)	28.8	13.6	15.1	17.3	10.7	8.7	11.3	18.7
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	273	300	276	288	264	272	276	286
Low Income (%)	60.8	63.3	62.0	64.2	62.1	64.7	61.2	62.2
Limited English Proficient(LEP)(%)	2.2	2.3	3.6	3.8	3.4	2.2	2.9	3.1
Students with Disabilities (%)	-	-	-	-	28.4	20.6	22.8	21.0
White, non-Hispanic (%)	52.0	52.0	50.4	47.6	50.8	54.8	52.9	49.7
Black, non-Hispanic (%)	33.7	33.7	29.3	30.6	26.9	26.1	27.9	28.3
Hispanic (%)	0.7	3.3	3.6	3.5	4.2	4.4	5.1	6.3
Asian (%)	4.4	3.7	5.4	5.9	5.7	5.1	5.4	5.2
American Indian (%)	0.7	0.3	0.4	0.0	0.4	0.0	0.0	0.3
Two or More Races (%)	8.4	7.0	10.9	12.5	12.1	9.6	8.7	10.1
Native Hawaiian/Pacific Islander (%)	-	-	-	-	-	0.0	0.0	0.0

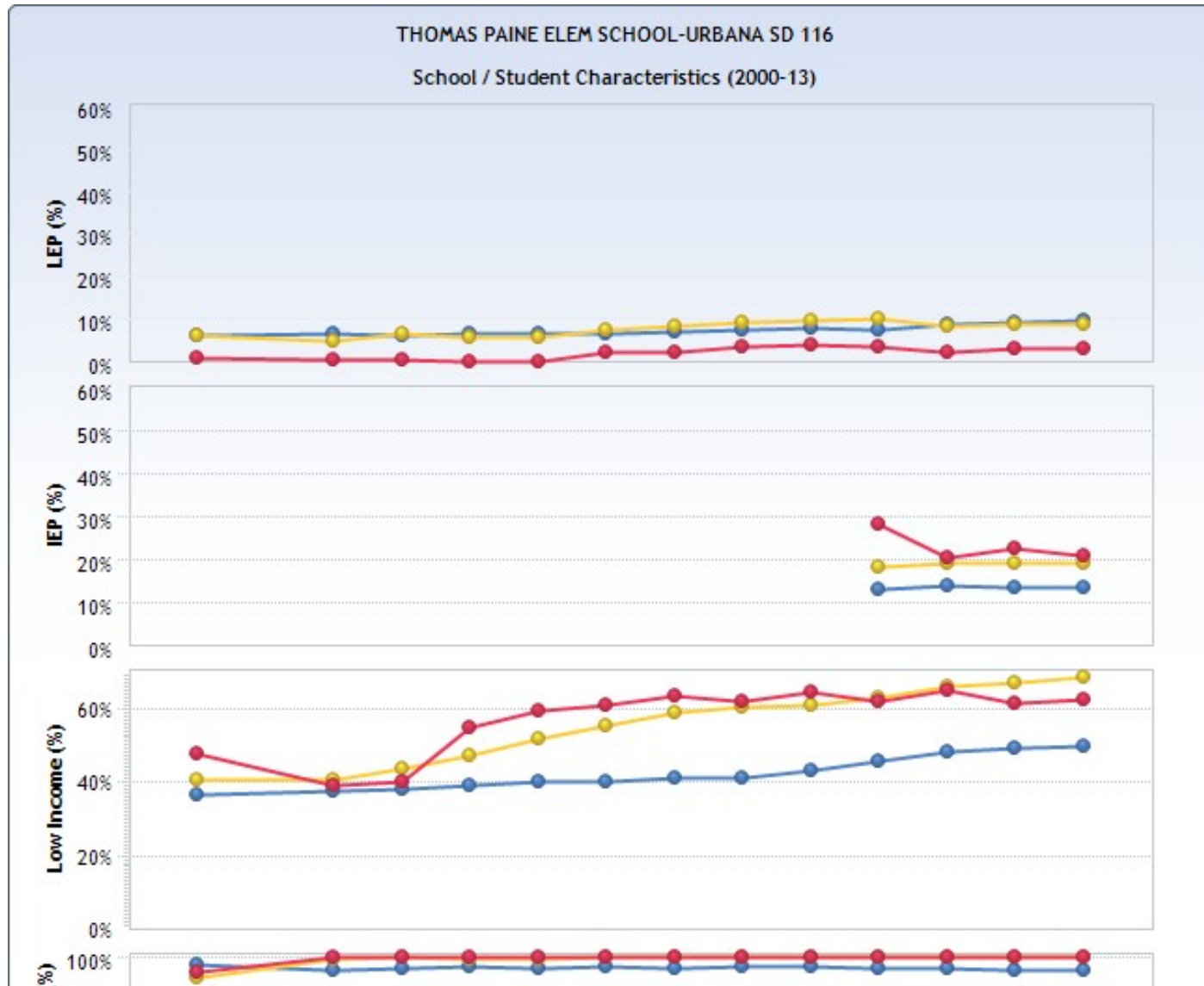
Note: Hyphens in the table indicate that data is not relevant for your plan.

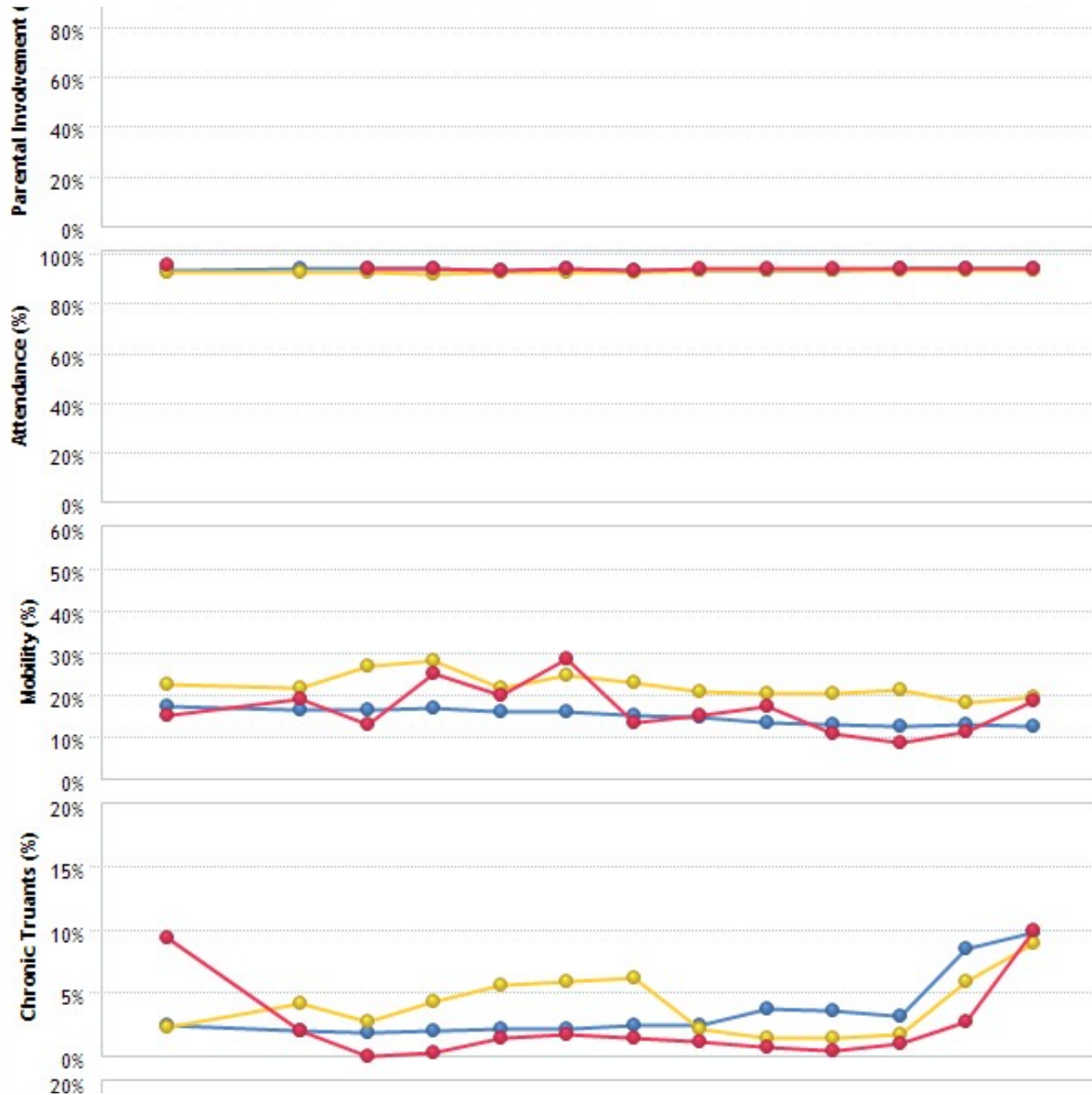
Student Race/Ethnicity

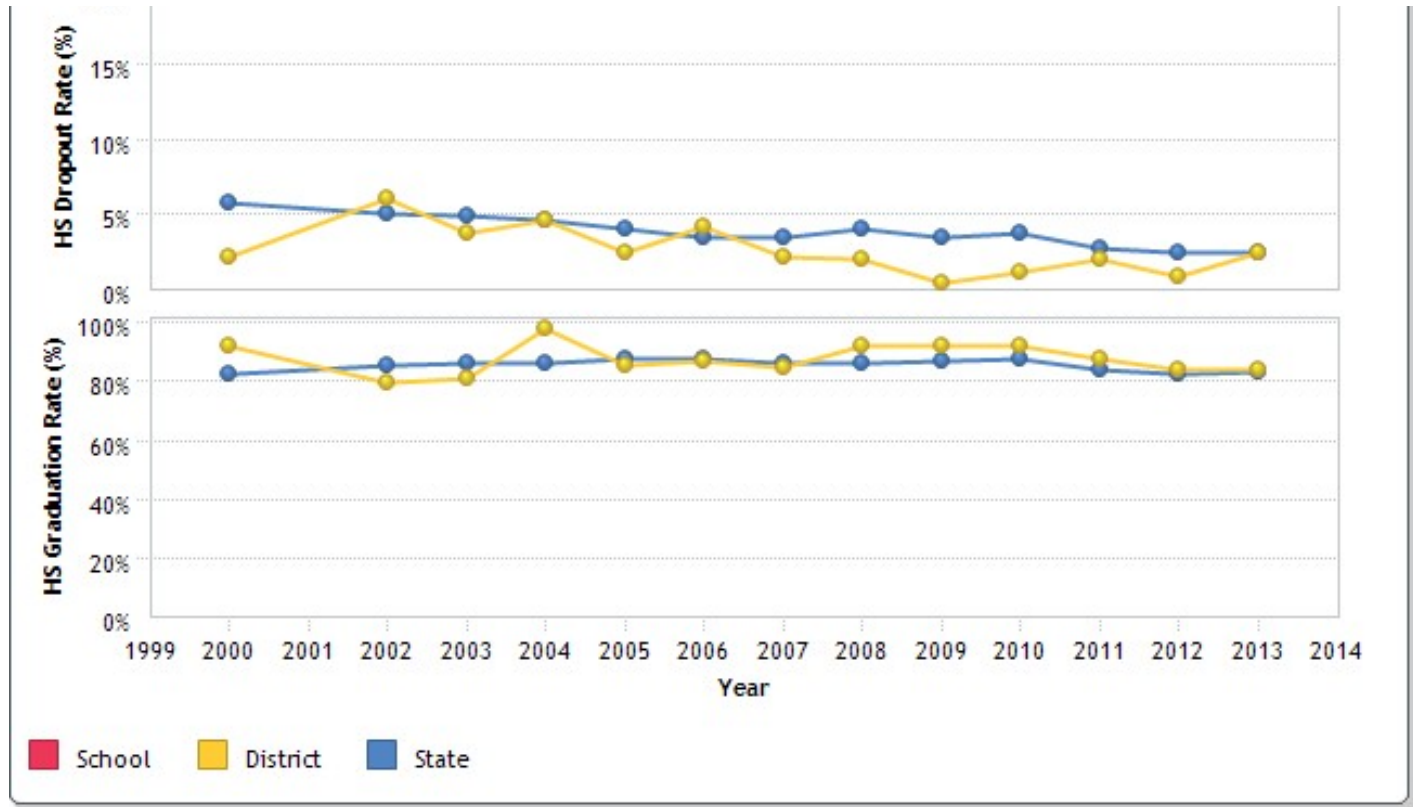
THOMAS PAINE ELEM SCHOOL-URBANA SD 116
 Student Characteristics - Race/Ethnicity (2013)



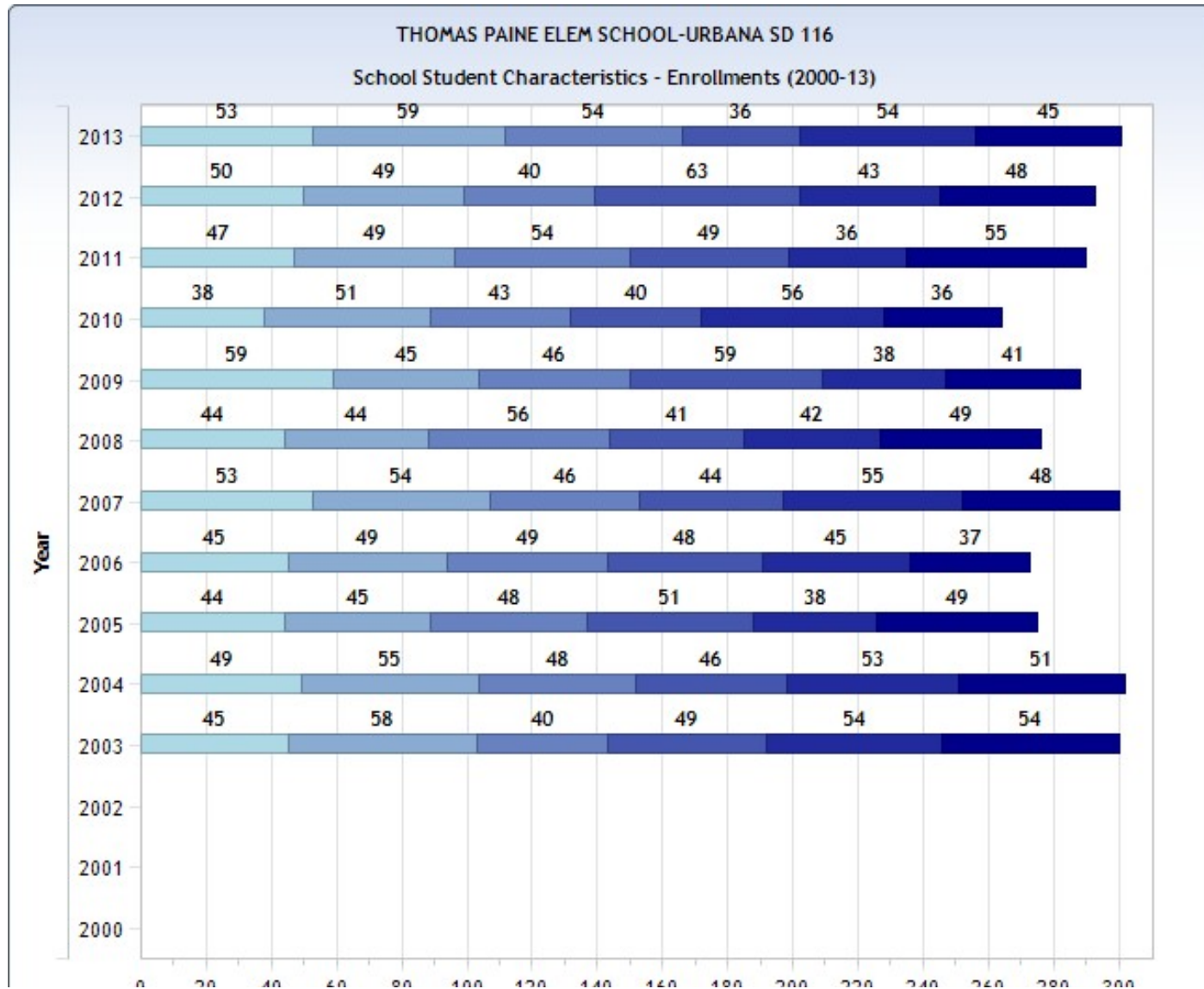
Educational Environment

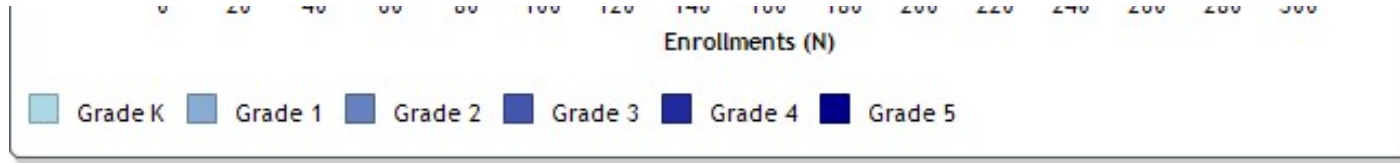




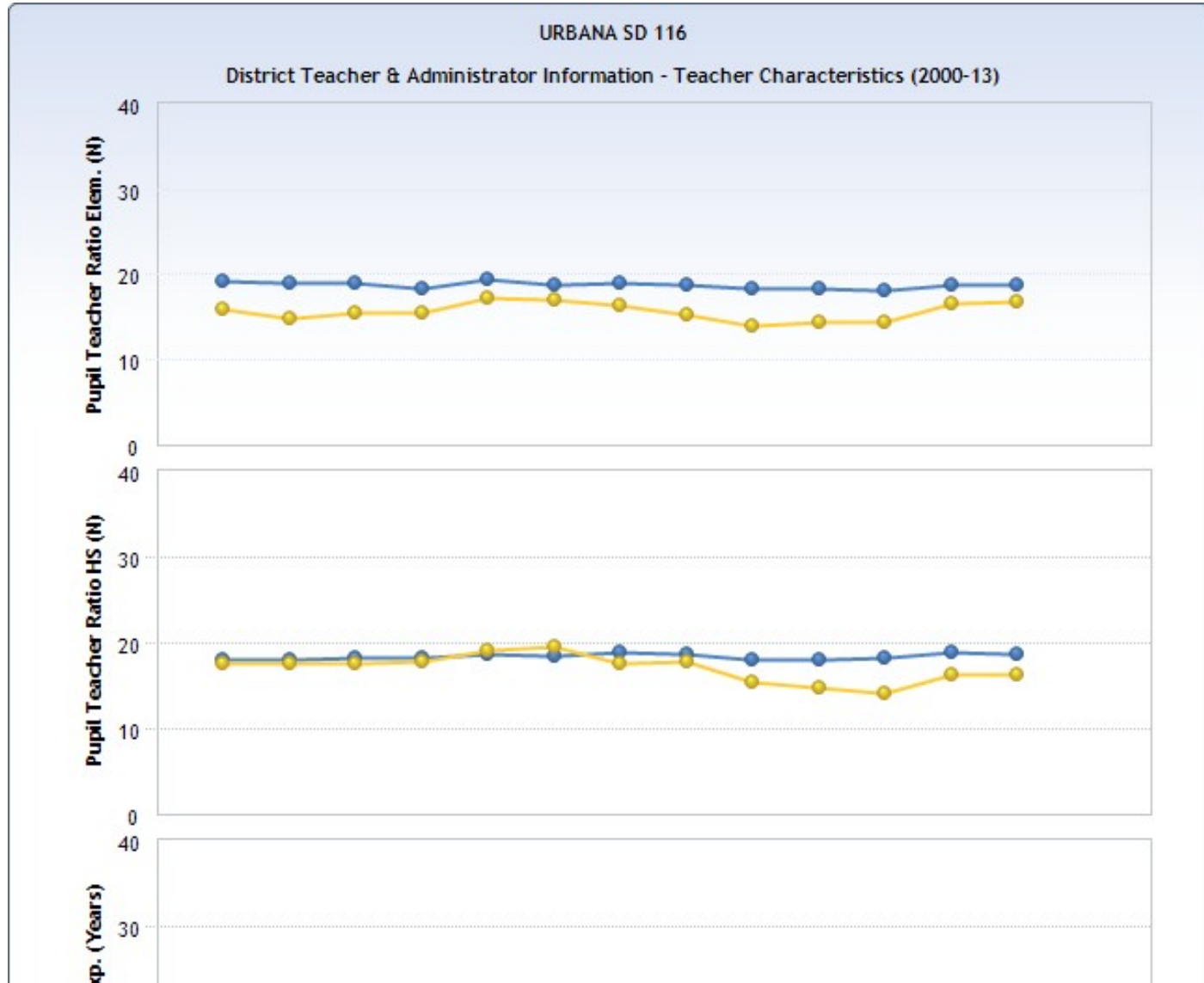


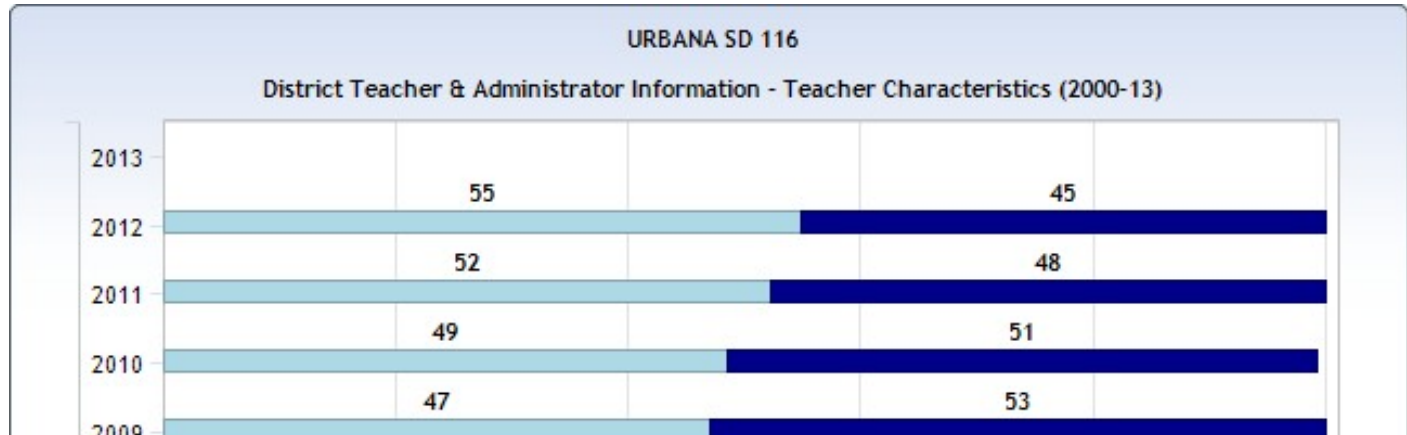
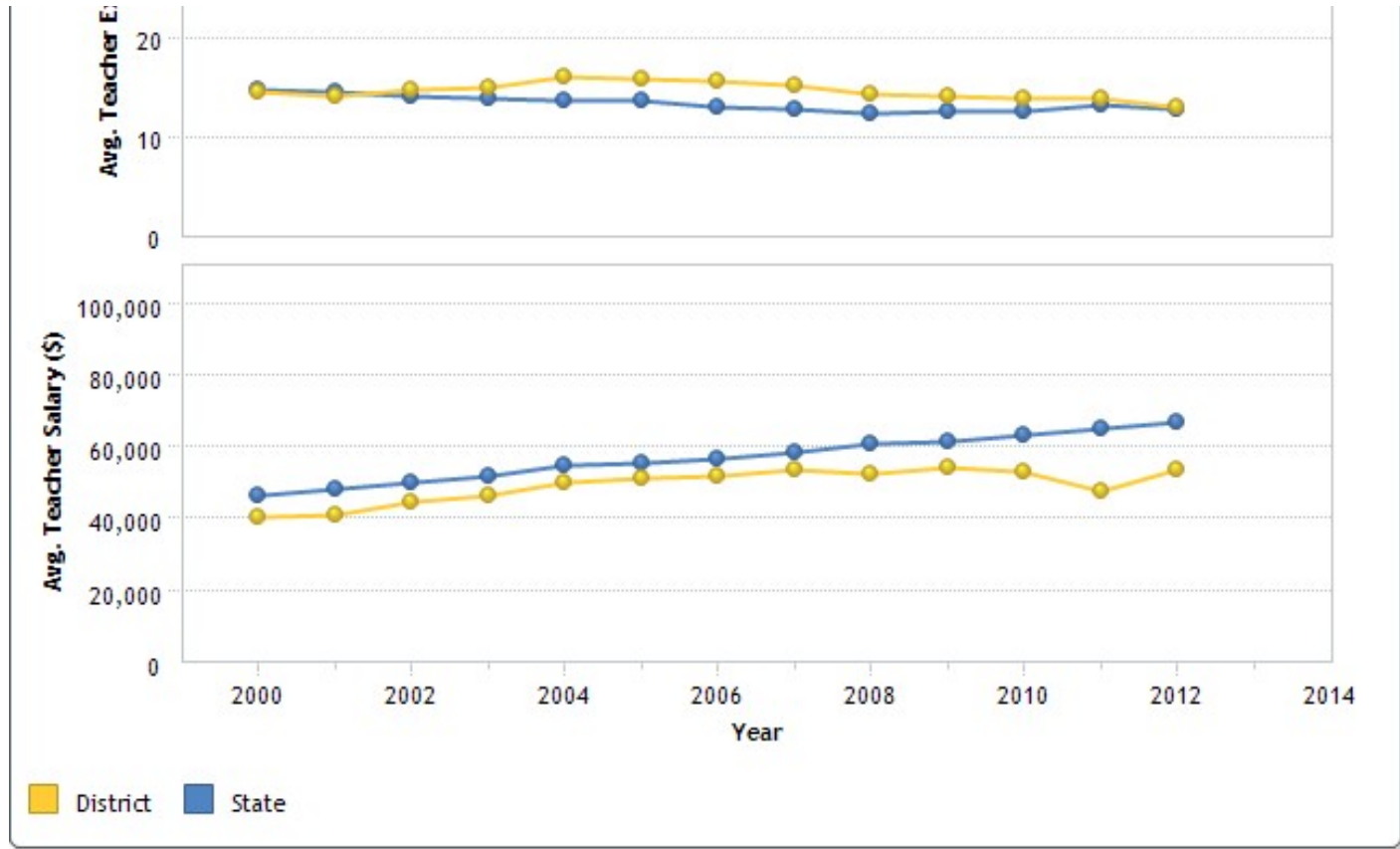
Enrollment Trends

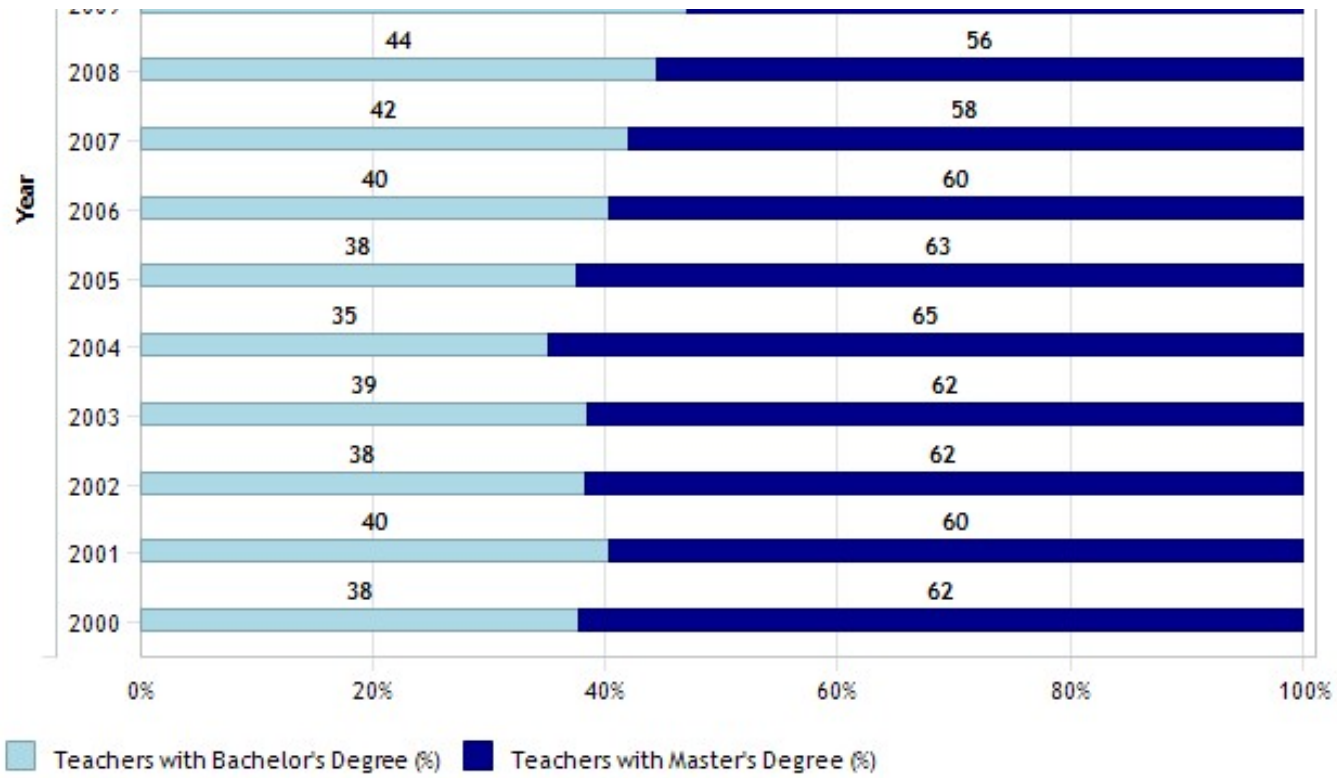




Educator Data







2013 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2013-14 Federal Improvement Status	Choice SES
Is this School making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Early Warning Status Year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	49.0	54.6	No	51.1	64.9	No	94.3	Yes		
White	100.0	Yes	100.0	Yes	52.7	57.4	Yes	56.6	72.2	No	94.7			
Economically Disadvantaged	100.0	Yes	100.0	Yes	27.3	38.2	No	25.9	48.0	No	93.1			

Four Conditions are Required For Making Adequate Yearly Progress(AYP)

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State

would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.